

Cheeky Monkeys Day Nursery

Elstree Way, Borehamwood, Hertfordshire, WD6 1JU



Inspection date

6 March 2018

Previous inspection date

16 October 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Children's behaviour is not managed appropriately. Some staff do not consistently implement the behaviour management policy.
- Pre-school aged children are not consistently challenged, reducing opportunities for them to make good progress in their learning overall. This means they are not always well prepared for school.
- Action taken by the provider to improve the quality of the provision is not carefully planned, or effective. This means that the manager and the deputy manager do not have the opportunity to effectively fulfil their roles and responsibilities.

It has the following strengths

- Young children's personal, social and emotional development is encouraged through regular praise and reassurance. Children develop suitable bonds and attachments with the staff and demonstrate that they are happy and settled.
- Staff promote children's health and hygiene. For example, children follow regular handwashing routines before mealtimes. In addition to this, the environment is clean, fit for purpose and well-maintained with recently replaced carpets and flooring.
- Children's communication and language development is supported appropriately. For example, during story time staff use strategies, such as open-ended questioning and repetition, to promote this.
- Children enjoy role-play opportunities. They explore dressing-up clothes and small-world resources, creating games of their own.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure that staff manage children's behaviour appropriately and consistently 	04/04/2018
<ul style="list-style-type: none"> ■ consider the individual needs, interests, and stage of development of each child and use this information to plan a challenging and enjoyable experience for each child 	04/04/2018
<ul style="list-style-type: none"> ■ put in place appropriate arrangements for the supervision of the manager and deputy manager to provide support, coaching and training to enable them to fulfil their roles and responsibilities. 	04/04/2018

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed some general observations of the pre-school room with the nursery manager.
- The inspector held a meeting with the nursery manager and one of the two providers. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector spoke with staff and children during the inspection.

Inspector

Jo Rowley

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Since the last inspection, all staff have attended specific training to develop their awareness of the Prevent duty guidance. They demonstrate a suitable understanding of the safeguarding procedures and know what to do if they have concerns about children's welfare. The manager has implemented effective supervision and appraisal meetings with her staff team. She has introduced regular monitoring of staff practice through peer observations and staff are beginning to carry these out on each other to encourage good practice. However, the provider does not help the manager and deputy manager through effective supervision and practical support to effectively carry out their roles and responsibilities. This means the management team are not able to develop their own areas for improvement or ensure that quality learning and development experiences for children continually improves. Staff have strong partnerships with parents and other professionals. Parents speak kindly of the staff team and they are supported to extend their children's learning at home.

Quality of teaching, learning and assessment requires improvement

Staff carry out regular observations and assessments of children's learning. They plan a range of activities and experiences that interest children and link to their next steps in learning. However, some children in the pre-school room are not effectively challenged. For example, during a phonic session the most-able children show that they are very knowledgeable but their learning is not extended. In addition to this, during freely chosen activities, such as craft activities, their learning is not extended appropriately. Young babies and toddlers explore a range of appropriate toys and resources. They communicate with staff and develop their early physical skills. For example, staff support children's early first steps and use resources appropriately. Older children's physical skills are equally promoted. For example, children take part in regular physical activities, such as football, with outside agencies coming into the nursery.

Personal development, behaviour and welfare require improvement

Some staff do not manage children's behaviour appropriately. For example, when issues arise between children staff do not deal with these effectively. Some staff suggest different strategies at set times, such as during snack times. For example, some children are told to stand still when eating while other children are reminded they must sit down when eating. This means children receive mixed messages and opportunities for them to learn right from wrong are not consistently promoted. Children's well-being is supported. They eat a range of healthy balanced meals, which are rotated to offer variety. Children's allergies and dietary requirements are carefully met and they clearly enjoy eating together socially in the 'Cheeky Monkey's café'.

Outcomes for children require improvement

Children are not yet making good enough progress towards the early learning goals, but they are gaining some of the basic skills they need for the next stage of their learning.

Setting details

Unique reference number	EY398965
Local authority	Hertfordshire
Inspection number	1116852
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	85
Number of children on roll	46
Name of registered person	Cheeky Monkeys Day Nursery Partnership
Registered person unique reference number	RP523328
Date of previous inspection	16 October 2017
Telephone number	02082072333

Cheeky Monkeys Day Nursery registered in 2009. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday 51 weeks of the year. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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